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AUTHOR	Campbell-Page, Theresa; Chin, Mike
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ABSTRACT

Beginning a journey mid-May 1804, what became known as the Corps of Discovery, under the command of Meriwether Lewis and William Clark, set out to investigate the newly acquired Louisiana Territory, locate a water route to the Pacific Ocean, and strengthen U.S. claims to the northwest. The 55-member group navigated a variety of terrains and endured hardships, successes, and discoveries. This lesson plan is based on the National Register of Historic Places registration files for "Fort Clatsop National Memorial," "Lemhi Pass," "Lolo Trail," and other sources. The lesson can be used in units on 19th-century westward expansion and U.S. and Native American Indian relations. It is divided into eight sections: (1) "About This Lesson"; (2) "Getting Started: Inquiry Question"; (3) "Setting the Stage: Historical Context"; (4) "Locating the Site: Maps (United States in 1800, United States in 1810, Lewis and Clark Trail)"; (5) "Determining the Facts: Readings (Corps of Discovery, Lemhi Pass and Lolo Trail, Wintering on the West Coast, Lemhi Shoshone and Coastal tribes); (6) "Visual Evidence: Images" (Lewis and Clark Expedition, 1814; Lewis and Clark Expedition, 1958; Jefferson Peace Medal; Fort Clatsop; Salt Works; Shoshone Smoking Pipe; Fern Leaf); (7) "Putting It All Together: Activities" (Legacy of Lewis and Clark, American Indians, Power of the Pen, Creating maps); and (8) "Supplementary Resources." (BT)

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The Lewis and Clark Expedition: Documenting the Uncharted Northwest

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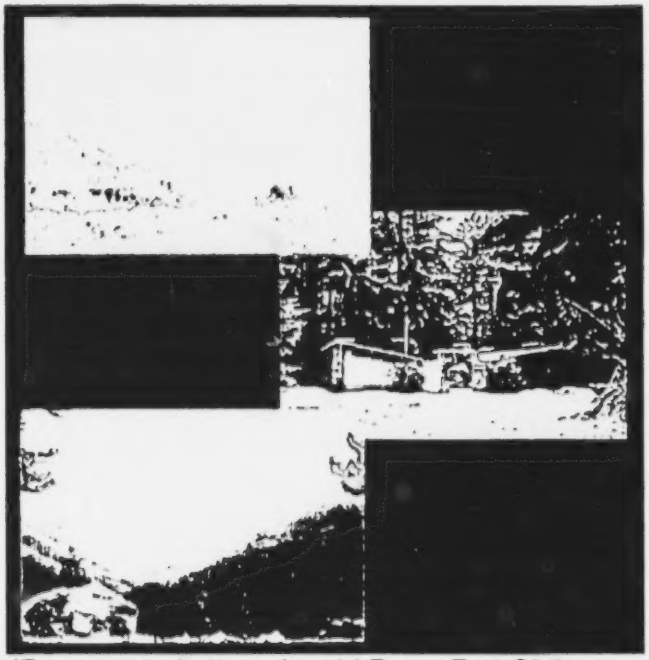
The Lewis & Clark Expedition: Documenting the Uncharted Northwest

A ll in health and readiness to set out. Boats and everything Complete, with the necessary stores of provisions & such articles of merchandize as we thought ourselves authorised to procure -- tho' not as much as I think nessy. for the multitude of Inds. thro which we must pass on our road across the Continent.

William Clark Sunday May the 13th 1804 [1]



(From top to bottom, Lemhi Pass, Fort Clatsop, and Lolo Trail)

(From left to right, William Clark and Meriwether Lewis, Independence National Historical Park)

Beginning their journey mid-May 1804, what became known as the Corps of Discovery, under the command of Meriwether Lewis and William Clark, set out to investigate the newly acquired Louisiana Territory, locate a water route to the Pacific Ocean, and strengthen American claims to the northwest. With 55 expedition members, the corps set out to find the most practical water route from the headwaters of the Missouri River to the Columbia River and then on to the Pacific Ocean. Along the way, the expedition was forced to navigate a variety of terrains: from the powerful currents of the lower Missouri, to the treacherous peaks of the Rockies, to the wetlands of the Pacific Coast. And with each new environment came a unique and previously undocumented complement of

plants, animals, and people. Carefully taking note of hardships, successes, and discoveries, Lewis and Clark's journals, as well as journals from other members of the expedition, provide a glimpse of what it must have been like to venture into the unknown on a two and a half year journey.

Discover the significance of Lemhi Pass and the hardships endured on the Lolo Trail, both near the present-day Montana/Idaho border. Also learn about the preparations made at the winter encampment called Fort Clatsop upon reaching their destination of the Pacific Ocean and the Oregon Country. In reading their words, examining their maps, and appreciating their detailed illustrations, one can follow their trail of discovery to the Pacific Northwest. Although the corps' findings destroyed the dream of a water route to the Pacific Ocean, their accomplishments had far reaching effects in expanding human knowledge and opening a new course for American history.

[1] *Reuben Gold Thwaites, ed.,* Original Journals of the Lewis and Clark Expedition, *Vol 1 (New York: Antiquarian Press LTD, 1959), 16.*

The lesson is based on on Lemhi Pass, Lolo Trail, and Fort Clatsop, three of the thousands of properties listed in the National Register of Historic Places. Lemhi Pass and Lolo Trail have been designated National Historic Landmarks.

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About This Lesson

This lesson is based on the National Register of Historic Places registration files for "Fort Clatsop National Memorial," "Lemhi Pass," "Lolo Trail," and other primary and secondary sources. *The Lewis & Clark Expedition: Documenting the Uncharted Northwest* was written by Theresa Campbell-Page, a National Conference of State Historic Preservation Officers historian and Mike Chin, a former student intern to the Teaching with Historic Places program from Pomona College in California. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

Where it fits into the curriculum

Topics: This lesson could be used in units on 19th-century westward expansion and U.S. and American Indian relations.

Time period: Early 19th century

See attached Relevant United States History Standards for Grades 5-12

Objectives for students

1) To explain the historical implications of the Louisiana Purchase in relation to the growth of the newly created United States.

2) To describe some of the challenges and successes that the Corps of Discovery experienced at various stages of its journey.

3) To compare and contrast the appearance, social structure, and customs of several Indian tribes the corps encountered based on journal entries and explain the Indians' contributions to the journey's success.

4) To list the accomplishments of the Corps of Discovery.

5) To create a scale map of their own community.

Materials for students

The materials listed below either can be used directly on the computer or can be printed out, photocopied, and distributed to students. The maps and images appear twice: in a smaller, low-resolution version with associated questions and alone in a larger version.

1) three maps of the United States after the acquisition of the Louisiana Territory and depicting the route that the Corps of Discovery chose;

2) four readings that provide a general history of the expedition with emphasis on the expedition's time at Lemhi Pass, Lolo Trail, and Fort Clatsop, as well as excerpts of detailed descriptions of several tribes with which the corps established relations;

3) four photos of the peace medal, Fort Clatsop, and the salt works;

4) two illustrations of maps drawn based on the expedition's trail;

5) two drawings from the Lewis and Clark journals.

Visiting the site

Lemhi Pass is located 12 miles east of Tendoy, Idaho off ID 28, in Beaverhead and Salmon National Forests, and marks the boundary between Idaho and Montana. The USDA Forest Service has signs at Lemhi Pass during the summer months to help tell the story of the pass. Please write the Forest Supervisor, Beaverhead and Salmon National Forests, 420 Barrett St., Dillon, MT 59725-3572, or visit the Beaverhead-Deerlodge National Forest's website at http://www.fs.fed.us/r1/b-d/index.htm.

The Lolo Trail is administered by the National Park Service and Clearwater National Forest, and is part of the Nez Perce National Historical Park. The 150-mile-long trail extends from Lolo, Montana, to Weippe Prairie, Idaho. There are two main National Park Service Visitor Centers, one at Park Headquarters in Spalding, Idaho, 11 miles east of Lewiston and the other at Big Hole National Battlefield, 10 miles west of Wisdom, Montana. The Visitor Center at Spalding, Idaho is open in the winter months from 8:00 a.m. to 4:30 p.m. and until 5:30 p.m. in the summer. The Visitor Center at Big Hole National Battlefield near Wisdom, Montana is open in the winter from 9:00 a.m. to 5:00 p.m. and in the summer from 8:30 a.m. to 6:00 p.m. Please write the Superintendent, Nez Perce National Historical Park, 39063 U.S. Highway 95, Spalding, ID 83540-9715, or visit the park's website at http://www.nps.gov/nepe/ To contact Clearwater National Forest please write Forest Supervisor, Clearwater National Forest, 12730 Highway 12, Orofino, ID, 83544, or visit their website at http://www.fs.fed.us/r1/clearwater/index.htm

Fort Clatsop National Memorial, administered by the National Park Service, is located in Astoria, Oregon. It is open daily during the summer from 8:00 a.m. to 6:00 p.m. and daily during the winter from 9:00 a.m. to 5:00 p.m. It is closed December 25. The accompanying Salt Works are located in nearby Seaside, OR. To reach the salt works, drive on U.S. Highway 101 to the town of Seaside. Turn

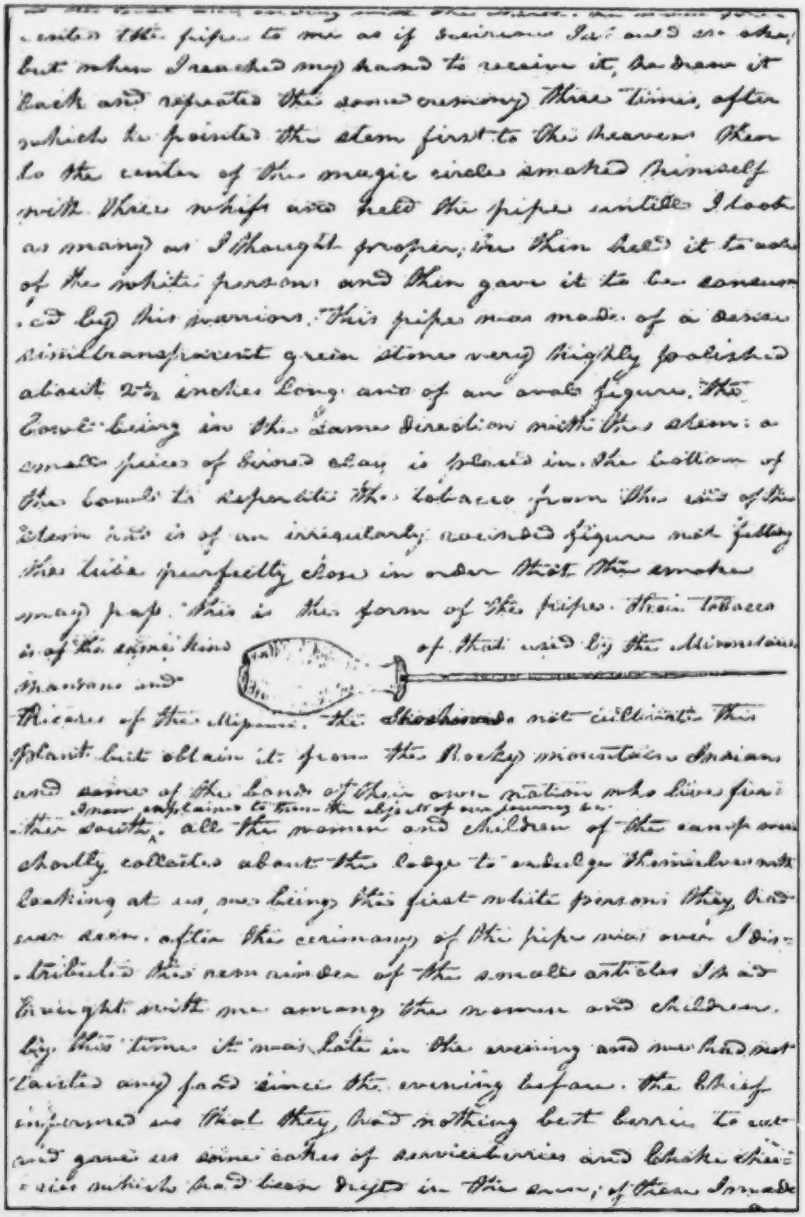
west on Avenue G and follow the signs to South Beach Drive and Lewis & Clark Way. This site is an outdoor exhibit and is open year round. For more information write to the Superintendent, Fort Clatsop National Memorial, 92343 Fort Clatsop Rd., Astoria, OR 97103-9197, or visit the park's website at http://www.nps.gov/focl/

United States History Standards for Grades 5-12
The Lewis & Clark Expedition: Documenting the Uncharted Northwest relates to the following National Standards for History:

Era 4: Expansion and Reform (1801-1861)

- Standard 1A- The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.
- Standard 1B- The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.
- Standard 1C- The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Getting Started
Inquiry Question



(American Philosophical Society)

What does this page appear to be taken from?
What is the drawn object featured?

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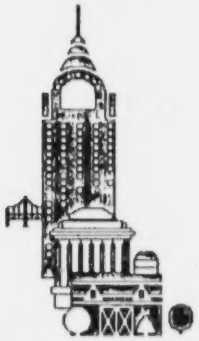

Teaching with Historic Places

Photo Analysis Worksheet

Step 1:
Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:
Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3:
What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:
How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:
What questions do you have about the photograph? How might you find answers to these questions?

Setting the Stage

By the turn of the 19th century, over 5 million people resided in the United States of America, then confined to the area south of the Great Lakes and east of the Mississippi River. To the Northwest lay vast territory, inhabited by American Indians, controlled by the French and Spanish, and coveted by the British and Americans. In hopes of strengthening American claims to the northwestern Oregon Country and establishing profitable trade networks with the surrounding indigenous nations, President Thomas Jefferson saw the west as a land of opportunity and adventure. Adding to this optimistic vision of western expansion was the dream of President Jefferson to discover the storied Northwest Passage, a water route that was believed to connect the eastern half of the United States to the distant Pacific Ocean. Such a route would prove invaluable for commerce and trade. By 1803, a number of adventurous Americans would be given the chance to see if such a route existed; their leaders' names soon becoming synonymous with the trail they journeyed.

The purchase of the entire Louisiana Territory from the French, a surprise even to Jefferson who had authorized his agent to purchase the port city of New Orleans, provided the impetus Jefferson needed to get Congress to authorize an already planned exploratory expedition. On April 30, 1803, for 3 cents per acre, the Louisiana Purchase nearly doubled the size of America and changed its destiny forever. Two days after the public declaration of the purchase, Captain Meriwether Lewis, Jefferson's personal secretary noted for being "brave, prudent, habituated to the woods & familiar with Indian manners & character," departed from the City of Washington to organize the journey that lay ahead. Over the following months, he would recruit a number of volunteers, many of them from the United States Army. One such individual, William Clark--a military comrade of Captain Lewis--would take on the responsibility of co-leader.

The Corps of Discovery set off from Camp River DuBois, Indiana Territory, May 14, 1804 on a two and a half years journey. The crew would travel through many places such as Lemhi Pass and Lolo Trail in present-day Idaho and Montana, and Fort Clatsop in present-day Oregon to discover the answers to many of the questions plaguing the minds of some curious Americans: Who were the people that inhabited the West? Were they peaceful and interested in trade? What sorts of animals and plants flourished beyond the Mississippi? Is it possible to reach the Pacific Ocean? Did the fabled Northwest Passage exist?

Locating the Site

Map 1: The United States in 1800.

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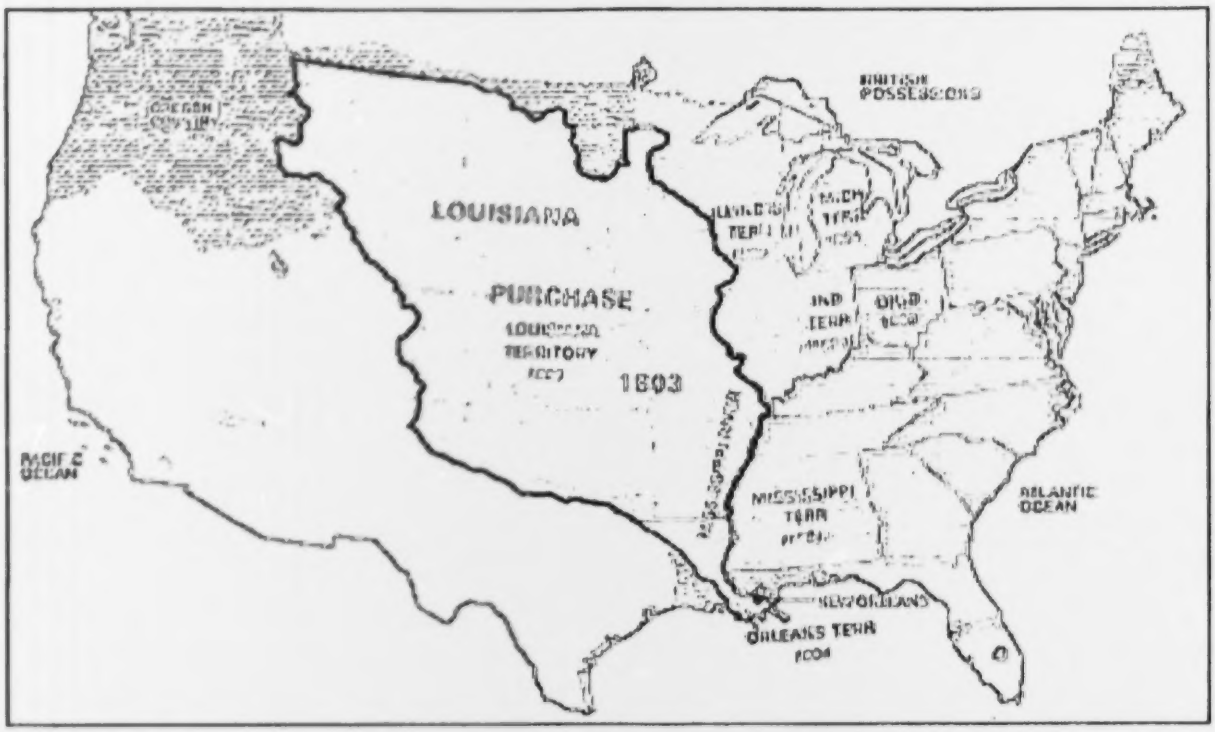
Map 2: The United States in 1810.



(Maps 1 & 2, and the Map Key were adapted from the 1800 and 1810 U.S. territorial growth maps in the National Atlas of the United States of America, *U.S. Department of the Interior Geological Survey, Washington, D.C. 1970. Courtesy of the Library of Congress.)*

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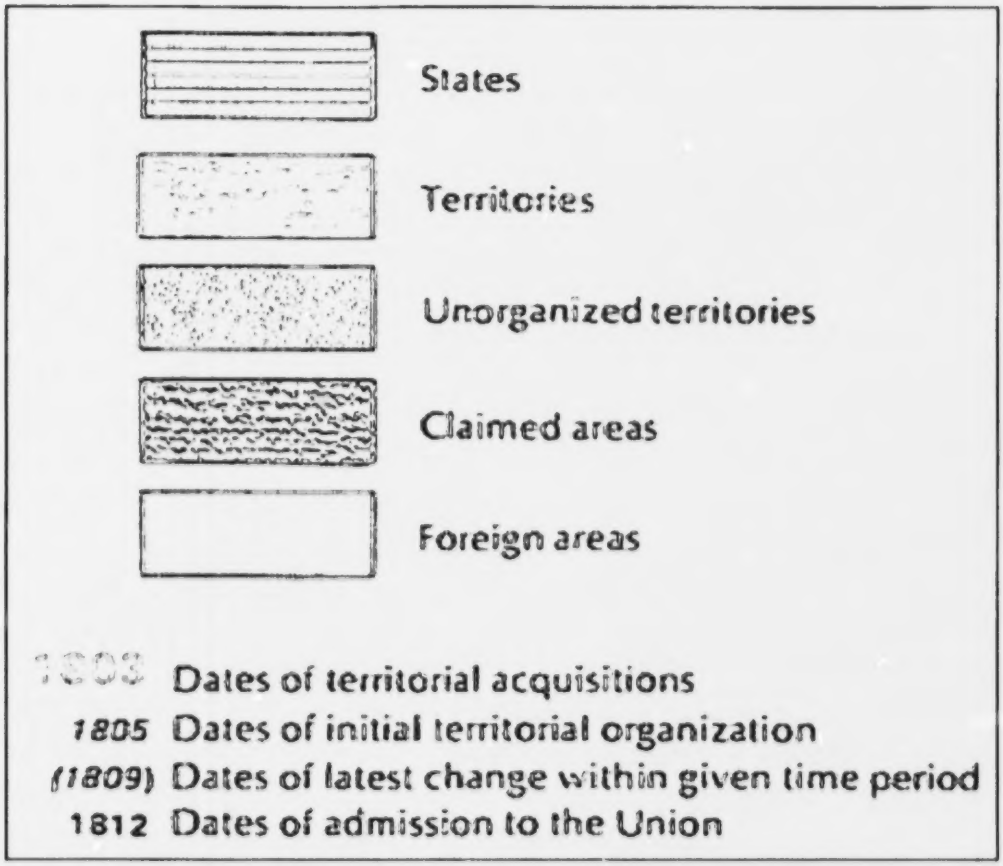
Key: Maps 1 & 2.



Before the purchase of the Louisiana Territory from France in 1803, the United States of America much more closely resembled the shape and size of the original 13 colonies with the Mississippi River as the western boundary of the United States. After the Louisiana Purchase, the U.S. became a dominant landholder in North America. With the French now preoccupied with strengthening their claims in Europe and the Spanish claims limited mostly to the Southwest and Central America, the U.S. was eager to lay claim to the disputed Oregon Country that both Great Britain and the U.S. coveted. The Lewis and Clark expedition helped cement that claim.

**Note on U.S. Territories: According to the Northwest Ordinance legislation of 1787, land would remain in territorial status until the population reached 60,000. At that time, the territorial legislature would submit a state constitution to Congress and, upon its approval, the state would enter the Union.*

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Questions for Map 1 & 2

1. Using a class textbook or encyclopedia, identify and label the original 13 colonies on Map 1. Then identify and label the states in existence by 1800, keeping in mind that Maine was part of Massachusetts until 1820 and West Virginia was part of Virginia until 1863. By 1800, how much had the United States already expanded from its original borders? In which direction did it expand?

2. Note the length and location of the Mississippi River the western boundary of the U.S. on Map 1. How might possessing the river be valuable in terms of trade and commerce for the United States?

3. Using Map 2, determine roughly by what factor the area of the United States was increased by with the Louisiana Purchase of 1803?

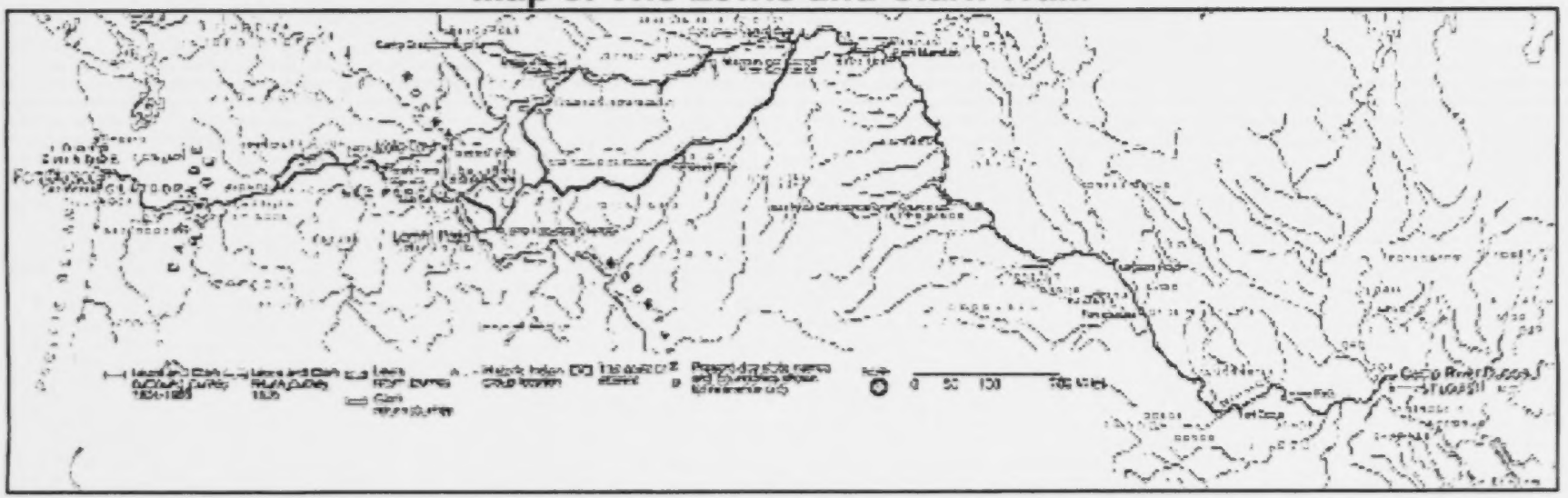
4. In Map 2, what nation controlled the region to the southwest? Where did that country have claims in the east? How might its leaders have felt about the U.S. expanding into the Louisiana Territory?

5. What countries were disputing the area called "Oregon Country"? How do you think the Louisiana Purchase helped cement U.S. claims to that territory? After the Louisiana Purchase, what steps were being taken to further U.S. claims in this area? If needed, refer to Setting the Stage.

6) Using Map 2 and the Map Key, who claimed the Oregon Country by 1810? What other territorial changes took place from 1800 to 1810?

Locating the Site

Map 3: The Lewis and Clark Trail.[1]



This map highlights the route the expedition traveled on their two year, four month, 10 day journey. It also shows what areas some of the different American Indian tribes inhabited.

**Note:*
Many of the sites noted on the map were previously uncharted by European Americans; therefore, Lewis and Clark named these noteworthy sites. However, some sites were already well known by Indian names which were translated into English and used by the explorers.

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Questions for Map 3

1. Using the scale provided, calculate approximately how many miles the expedition covered from Camp River DuBois to Fort Clatsop and back. Keep in mind that they were traveling on diverse terrain such as rivers and mountains, so it would be difficult to come to an exact calculation on the miles they covered. Do you think the amount of time it took to travel roundtrip was reasonable? Keep in mind that the expedition traveled on horseback, and by boat and on foot, and did not travel during winter. If you traveled this trail by car averaging 600 miles per day at 60 miles per hour, how many hours per day would you be on the road? How many days would it take you to travel the trail roundtrip?

2. Based on the terrain noted on the map, which section of the country would appear to be most difficult to travel through?

3. Locate Lemhi Pass, Lolo Trail, and Fort Clatsop on the map. What Indian tribes inhabited the surrounding area of these three trail sites? Why do you think the development of good relationship with the American Indians would be crucial to the success of the expedition?

Determining the Facts

Reading 1: The Corps of Discovery

On May 14, 1804, the "Corps of Discovery" departed from Camp River DuBois and put in along the banks of the Missouri River. With an oared riverboat known as a keelboat, two smaller rowboats known as *pirogues*, and 55 men--including a number of soldiers, translators, a slave, and a dog named Seaman--Capt. Meriwether Lewis and 2nd Lt. William Clark set out on the journey that would consume their lives for the following two and a half years.

President Thomas Jefferson outlined their primary mission: "...to explore the Missouri river, and such principal streams of it, as, by its course and communication with the waters of the Pacific Ocean, whether the Columbia, Oregon, Colorado or any other river, may offer the most direct and practicable water communication across this continent for the purposes of commerce...." Jefferson envisioned the nation's eventual expansion to the Pacific and wanted to strengthen the American claim to the northwest "Oregon Country." More territory would solve the problem of land competition and the West held the key to unlocking the mystery of the Northwest Passage. This mythic water route to the Pacific would open up the natural resources of the West and provide access to Asian commerce. With such an opportunity for discovery, Lewis and Clark embarked on the journey and began fulfilling additional objectives: documenting geography, flora, fauna, and unique cultures; establishing friendly contacts along the way; and returning with knowledge of the previously unknown.

During their travels, the corps encountered numerous problems and hardships. The first major hurdle was mobility. At times struggling against the current of the Missouri River, the men used sails, poles, and oars, occasionally resorting to tow ropes when all else failed. Later on, it would be necessary to abandon travel by water and physically carry the boats. This process, called portaging, proved to be very time consuming and draining, at times limiting travel to only four or five miles a day. Another major issue was discipline. Holding court-martials and dispensing lashes as punishments when necessary, the leaders of the corps knew that they had to establish order early on, to assure themselves of cohesion and unity through the rough times and cold winter months that lay ahead.

Establishing sound American Indian relationships was the most difficult matter to undertake. Throughout the expedition, members of the corps encountered at least 55 different native cultural groups. The first real test came with the corps' confrontation with the Teton Sioux on September 25, 1804. Attempting to sail through a portion of the Missouri River in present-day South Dakota controlled by the Teton people, members of the expedition found themselves in a standoff with swords, arrows, guns, and cannons threatening to settle the matter. Defusing the

situation with an exchange of threats and tobacco, Lewis and Clark were on their way September 28.

Soon after their stand off, the corps encountered the Mandan and Hidatsa nations in what is now North Dakota. Seeking shelter from the winter of 1804-05, the Americans constructed a fort in Mandan territory, which consisted of two rows of huts, a sentry post, and a set of storerooms. Shortly after establishing camp, the men recruited an interpreter, a Frenchman named Toussaint Charbonneau who lived with the Hidatsa Indians for many years. With him came his wife Sacagawea and their newborn son. Sacagawea, a Shoshone woman captured by Hidatsa warriors, would be indispensable as an interpreter and an effective intermediary between the white Americans and the Indian peoples. Her presence would also assure the Indians encountered that the expedition was peaceful.

With the onset of spring in 1805, the Corps of Discovery, now numbering 33, again set out on their voyage West, losing one man to illness on August 20, 1804 and sending some men back to St. Louis after the first leg of the journey. With them, Lewis and Clark entrusted numerous items--zoological, botanical, and ethnographic specimens as well as maps, letters, artifacts, and reports--sent back in order to update the President on their progress.

The Corps of Discovery now traveled into regions, which had been explored and inhabited only by American Indians. The following months were highlighted by encounters with grizzly bears, a near tragic boat accident on the river, and a difficult navigational decision at the fork of the Marias and Missouri Rivers in present-day Montana. Unsure as to which way they needed to go to continue along the Missouri River, Lewis sent canoes out to explore each fork and small parties to determine the lay of the land. At nightfall, upon the canoes' return, the crew disagreed with the Captains on how to continue. The Captains prevailed, however, and continued up the left fork which was the Missouri River, leading onward to Great Falls. At Great Falls, also found in present-day Montana, the crew would face the most difficult challenge to date. The expedition would be forced to carry by hand, or in makeshift wagons, all equipment and supplies, including canoes, around the falls. Traveling overland approximately 18 miles, the group took approximately one month to bypass the falls and rapids.

Another navigational quandary at the confluence of Missouri River's Three Forks in Montana had the corps opting for the westward oriented Jefferson River over the Madison and Gallatin Rivers. As the party forged on, crossing the two-mile stretch of Lemhi Pass and into Lemhi Valley, they finally reached the land of the Shoshone Indians. Along the border of present day Idaho and Montana, in mid-August 1805, Lewis and Clark held council with the tribal leaders, one of which happened to be a relative of Sacagawea. In light of this reunion, the corps established Camp Fortunate on August 17, 1805. And over the next few days, Lewis and Clark learned and received much from these native people, specifically horses and a guide for the arduous Lolo Trail through the Bitterroot

Mountains. In addition, the Americans gained valuable information about Shoshone culture and the land to the West.

Continuing into September and August of the same year, Lewis and Clark's crew encountered two more indigenous groups that proved to be hospitable. The Salish, called the "Flatheads" by the corps, assisted the explorers with more horses and directions. The Nez Perce fed and housed them, nursing them back to health after their harrowing experience through the Bitterroot Mountains. They also helped the corps build canoes so they could proceed by water and kept their horses for them until they could return the following year. The explorers reached the Columbia River on October 16th. A month and nine days later on November 25, 1805, traveling through southern Oregon Country, the crew came upon a view of Point Adams and Cape Disappointment, just beyond was the Pacific Ocean. The Corps of Discovery succeeded in their goal of reaching the Pacific while dispelling the myth of the Northwest Passage along the way.

Establishing Ft. Clatsop, near present-day Astoria, Oregon, the crew passed the winter in the coastal forests that bordered the Pacific. Over the next few months, the corps made preparations for the journey home, made careful observations of the area, and developed strong relations with the native Clatsop people. As illness became an increasing problem and it became harder to find food, once spring arrived, it was time for their return journey home.

Departing in late March 1806, the crew set off eastward for the first time in almost two years. Upon their return to Nez Perce country in the spring of 1806, the explorers settled into camp to wait until the snow melted in the mountains so that they could pass over the Continental Divide and return to the east. During this period they freely interacted with the Nez Perce, learning many of their customs and playing many types of games with them. The horses of the explorers were returned to them, well looked-after by the Nez Perce during the winter. The Nez Perce also provided guides for their overmountain trek.

The group decided to split on the return trip to explore new territory, so when they reached what they called Travelers Rest in Montana, Lewis went north and Clark went south. While on the Marias River, the party with Lewis fought a party of Blackfeet Indians, and was forced to kill two of them. This was the only violent incident of the entire journey. Having investigated the regions of the Upper Marias and Yellowstone River, the two halves of the crew reunited along the Missouri River in what is now the state of North Dakota on August 12th . After leaving Charbonneau, Sacagawea, and their son at the Mandan Villages, the corps set out on the last leg of their journey. On September 23, 1806, 29 members of the expedition arrived in St. Louis to much deserved applause and recognition.

Having successfully collected information, mapped previously unknown regions, and observed/forged relationships with a variety of indigenous inhabitants, Lewis

and Clark had shed considerable light on some of the mysteries of the West. In addition, the Corps of Discovery had determined the course of the upper Missouri and its tributaries and had brought back vast amounts of zoological and botanical knowledge. The successful expedition also allowed for the formation of a more profitable fur trading industry for the U.S. Because of their work, the first phase of expansion was complete as the U.S. strengthened its claims to Oregon Country.

Questions for Reading 1

1. What were the reasons behind Jefferson's decision to explore the West?

2. How long were the members of the Corps of Discovery away from their homes? How would you describe the nature of the expedition?

3. Both Lewis and Clark, as well as many of the other men on the expedition were members of the army and had prior military experience. How might this experience have helped them during their journey?

4. Who were Charbonneau and Sacagawea? Why were they recruited to join the mission?

5. Considering the goals of the expedition, do you think the corps was successful? From whose point of view? Explain your answer.

Reading 1 was compiled from The Lewis and Clark Journey of Discovery website at http://www.nps.gov/jeff/LewisClark2/HomePage/HomePage.htm, Jefferson National Expansion Memorial, National Park Service, U.S. Department of the Interior and Robert G. Ferris, ed., Lewis and Clark: Historic Places Associated with Their Transcontinental Exploration (1804-06) *(Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975).*

Determining the Facts

Reading 2: Lemhi Pass and Lolo Trail

With both the trials of the first six months and the security of the Mandan Village in North Dakota behind them, the Corps of Discovery pressed onward with the realization that Indian guidance would be a necessity in the upcoming months. Soon, the Americans would enter the Rocky Mountains, an uncharted range that had the ability to prevent Lewis and Clark from reaching the Pacific. Realizing the need for help, Captain Lewis and a small complement of men broke off from the main body in early August, 1805, and pushed ahead, in search of Sacagawea's people. In his journal, Lewis imparted the reasoning behind his pointed pursuit of the Shoshone:

> [S]he [Sacagawea] assures us that we shall either find her people on this river or on the river immediately west of it's source; which from it's present size cannot be very distant. ... it is my resolusion to find them or some others, who have horses if it should cause me a trip of one month. for without horses we shall be obliged to leave a great part of our stores, of which, it appears to me that we have a stock already sufficiently small for the length of the voyage before us.[1]

Lewis and his men traveled westward through a well-traveled Indian trail across Lemhi Pass, a small, grassy gap extending approximately two miles, and located along the present-day border of Montana and Idaho. It was along this trail that momentous steps were made in the realm of American exploration, two of which were the discovery of the western-most extension of the Missouri River and waters flowing into the Columbia River, which flows to the Pacific Ocean. Finally arriving at the western reaches of the mighty Missouri, Lewis noted the importance of the day:

> [T]he road took us to the most distant fountain of the waters of the mighty Missouri in surch of which we have spent so many toilsome days and wristless nights. thus far I had accomplished one of those great objects on which my mind has been unalterably fixed for many years, judge then of the pleasure I felt in all[a]ying my thirst with this pure and ice-cold water ... here I halted a few minutes and rested myself. two miles below McNeal had exultingly stood with a foot on each side of this rivulet and thanked his god that he had lived to bestride the mighty & heretofore deemed endless Missouri. after refreshing ourselves we proceeded on to the top of the dividing ridge from which I discovered immence ranges of high mountains still to the West of us with their tops partially covered with snow. ... here I first tasted the water of the great Columbia river.[2]

Furthermore, by crossing through Lemhi Pass, Lewis and his men became the first Americans to reach and negotiate the Continental Divide, which follows the crest of the Rocky Mountains in North America. By crossing the Continental Divide, Lewis and his crew left United States territory and journeyed into Oregon Country, the disputed lands claimed by Great Britain and the U.S. However, Lewis gazed on the snow-covered mountains from Lemhi Pass and realized that a water route to the Pacific was not feasible--thus, a major component of the expedition was deemed a failure. The crew had now effectively entered into Columbia River drainage lands, drawing ever closer to the nearby Shoshone. Making contact in early August, Lewis and his men held council with the tribal leaders, buying time until Clark's group arrived with the much-needed skills of Sacagawea as interpreter.

Having reunited with the rest of the corps, they continued their westward exploration. After determining the Salmon River not navigable, they continued on horseback with the aid of the Shoshone people supplying horses and providing a guide that the expedition members called Old Toby. The terrain continued to get worse as they rose higher and higher in elevation. Even more daunting, Lewis learned from Cameahwait-Sacagawea's Shoshone relative--that even the Indians had trouble getting through this area, especially with the onset of winter just around the corner. Before they had even reached the most difficult point of their journey, the expedition was already suffering major setbacks. Joseph Whitehouse, a member of the expedition noted in early September that:

> Some of the mountains was So Steep and rockey that Several of the horses fell back among the rocks and was near killing them. Some places we had to cut the road through thickets of bolsom fer...passed down a Steep hill in to the head of a cove and branch where we Camped after a dissagreeable days march of only 11 miles with much fatigue and hunger as nothing has been killed this day only 2 or 3 fessents, and have no meat of any kind. Set in to raining hard at dark So we lay down and Slept, wet hungry and cold. Saw Snow on the tops of Some of these mountains this day.[3]

With only crippled horses, and 2 to 3 pheasants to feed a company of more than 30 individuals, the corps stumbled into "Flathead," or Salish territory, about 75 miles northwest of Lemhi Pass along the Montana-Idaho border. Readily welcomed into the fold of the Salish tribe, the crew received lodging, an abundance of dried fruit and edible roots, and more horses. In six days time, the Americans, under the guidance of Old Toby--their Shoshone guide--would set out on the most difficult leg of their journey thus far: the crossing of the Lolo Trail, an old Indian route. The Lolo Trail was an 11-day harrowing struggle against nature. With hardly any provisions and winter coming, the Corps of Discovery followed the footsteps of their trusted guide. At times however, the hunger became too much and the group was forced to make certain sacrifices to stay alive. William Clark documented one such occasion:

> began to Snow about 3 hours before Day and continued all day the Snow in the morning 4 inches deep on the old Snow, and by night we found it from 6 to 8 inches deep, ... I have been wet and as cold in every part as I ever was in my life, indeed I was at one time fearfull my feet would freeze in the thin Mockirsons which I wore, ... men all wet cold and hungary. Killed a Second Colt which we all Suped hartily on and thought it fine meat.[4]

The crossing of the Lolo Trail was a turning point in the expedition to the Pacific. On the verge of starvation and defeat, the brave explorers, under the guidance of their Indian guide, survived the Rocky Mountains. Emerging from the mountains, Meriwether Lewis put into words what all members of the expedition must have been feeling:

> the pleasure I now felt in having tryumphed over the rockey Mountains and decending once more to a level and fertile country where there was every rational hope of finding a comfortable subsistence for myself and party can be more readily conceived than expressed, nor was the flattering prospect of the final success of the expedition less pleasing.[5]

For the Lewis and Clark expedition, August and September 1805 held some of the more momentous achievements. Overcoming the challenges of difficult terrain, navigation, and near starvation, the explorers had successfully entered the final leg of their journey to the Pacific. Without the successful crossing of the Lolo Trail, the corps would never have discovered a route connecting the navigable Missouri and Columbia headwaters. Now locating the Columbia River and following it to the Pacific would no longer seem like such a daunting challenge.

Questions for Reading 2

1. Why was it necessary for the Lewis and Clark expedition to find the Shoshone upon approaching the Rocky Mountains? What were the most pressing needs of the corps and how would the Indians be able to provide assistance?

2. Who are the Lemhi Shoshone, where are they located, and how did they help the expedition?

3. Why is Lemhi Pass considered to be a significant landscape in American history? According to Lewis, what was achieved by a few days of travel?

4. Do you think the corps would have made it so far without Indian assistance? Why or why not?

5. What kinds of hardships did the expedition face in late August and early September 1805? Do you think reading the journals is more or less interesting than the third-person narrative? Why? How does reading primary sources such as the journals contribute to the understanding of the experiences of the corps?

6. Both Lemhi Pass and Lolo Trail were designated as National Historic Landmarks. National Historic Landmarks are nationally significant historic places designated by the U.S. Secretary of the Interior because they possess exceptional value or quality in illustrating or interpreting the heritage of the United States. How are the sites significant? Do you agree with the designations? Explain your answer.

Reading 2 was compiled from Robert G. Ferris, ed., Lewis and Clark: Historic Places Associated with Their Transcontinental Exploration (1804-06) *(Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975); Robert E. Appleman, ed*, The National Survey of Historic Sites and Buildings, The Advance of the Frontier: 1763-1830, The Lewis and Clark Expedition *(Washington, D.C.: U.S. Department of the Interior, National Park Service, 1958); Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition *(New York: Antiquarian Press LTD, 1959); Merle W. Wells, "Lemhi Pass" National Register of Historic Places Registration Form (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1988) ; and Merle W. Wells, "Lolo Trail" National Register of Historic Places Registration Form (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1988).*

[1] *Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition, *Vol 2. (New York: Antiquarian Press LTD, 1959), 321-322.*
[2] *Ibid. p. 335.*
[3] *Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition, *Vol 7. (New York: Antiquarian Press LTD, 1959), 148.*
[4] *Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition, *Vol 3. (New York: Antiquarian Press LTD, 1959), 69.*
[5] *Ibid. p. 83.*

Determining the Facts

Reading 3: Wintering on the West Coast

> Some rain all day at intervals, we are all wet and disagreeable, as we have been for Several days past, and our present Situation a verry disagreeable one in as much, as we have not leavel land Sufficient for an encampment and for our baggage to lie cleare of the tide, the High hills jutting in so close and steep that we cannot retreat back, and the water of the river too Salt to be used, added to this the waves are increasing to Such a hight that we cannot move from this place, in this Situation we are compelled to form our camp between the hite of the Ebb and flood tides, and rase our baggage on logs.[1]

Having reached the Pacific Ocean over a year and a half after departing from Camp River DuBois, the Corps of Discovery realized that the rough and miserable winter months would, once again, have to be spent thousands of miles from the warmth and comfort of their homes. Resigned to this reality, Lewis and Clark consulted their crew about where the camp should be located, either north or south of the Columbia River. Writing in his journal that evening, Patrick Gass, a member of the corps, noted:

> At night the party were consulted by the Commanding Officers, as to the place most proper for winter quarters; and the most of them were of opinion, that it would be best, in the first place, to go over to the south side of the river and ascertain whether good hunting ground could be found there. Should that be the case, it would be a more eligible place than higher up the river, on account of getting salt, as that is a very scarce article with us. [2]

Over the next few weeks, the expedition members ventured across the Columbia to the south side, into an area where the Clatsop Indians said there were elk and where there would be a higher probability of contacting trade vessels coming into the mouth of the Columbia. The corps hoped to replenish their supplies and equipment, and procure a fresh supply of trade goods to purchase provisions from the Indians for the trip home. Setting to work on the construction of a temporary structure, designed for habitation and basic defense, the corps spent the early days of December rushing to complete the fort. By Christmas, almost all work was concluded and the crew moved into Fort Clatsop, named after the Clatsop nation inhabiting the area. This is where they would spend the following three months.

When complete, the fort consisted of two parallel rows of huts, separated by a 20-foot parade ground and connected at either end by stockades with gates. The three huts on the south side are thought to have housed all of the enlisted men. On the north side lay the quarters of the expedition's leaders, Charbonneau and his family's quarters, an orderly room, and a makeshift storage room.

During the next three months members of the corps set about a number of tasks in preparation for their long journey home: hunting elk and deer, establishing a salt-making operation, cultivating neighboring Indian relations, and refining scientific documentation, to name a few. The procurement of salt was a necessary task for the crew because salt was needed to cure meat. That being the case, five men set out to establish a salt-making camp some 15 miles to the southwest, on the ocean. After camp's launch in early January, the saltmakers boiled approximately 1,400 gallons of seawater using brass kettles. Three-and-one-half bushels of salt were produced for the return trip.

While the work on the salt-making front was very beneficial, the most significant advance was in the development of associations with the indigenous population. The Clatsop nation, one of the many coastal tribes, was forward in its interactions with the American explorers, paddling over to the fort in canoes in hopes of trading goods and wares. Observing these people, Clark noted:

> [I]n the evening two Canoes of Clat Sops Visit us they brought with them Wappato [a root resembling a potato]. I can readily discover that they are close deelers, & Stickle for a verry little, never close a bargin except they think they have the advantage Value Blue beeds highly, white they also prise but no other Colour do they Value in the least. the Wap pa to they Sell high, this root the[y] purchase at a high price from the nativs above.[3]

Local Indian tribes, including the Clatsops and Chinooks, became regular visitors. They came to observe and to trade skins, roots, dried fish and berries for fish hooks, bits of cloth--anything the captains could muster from their meager store of goods. Blue and white beads were the highest prized articles.

Lewis and Clark spent the rest of their time at Ft. Clatsop carefully reviewing their notes and calculations. Revising maps, organizing for the quickly approaching return trip, and continuing to carefully document all observations of flora, fauna, and indigenous people, they both were consistently occupied throughout the winter season.

However productive they were, the three months at Fort Clatsop were difficult for the members of the expedition. Their hopes of meeting a trade ship never realized. Game was hard to locate, and with only a few days rations on hand, regular hunting parties were kept out constantly. The miserable, rainy weather played havoc with black powder and flintlock weapons. The jerking of meat never met with complete success in the moist coastal environment and spoiled quickly.

The weather and poor diet complicated the men's health. Colds, fevers and rheumatism joined the multitude of fleas as their constant companions. These disagreeable conditions hastened the departure of the corps. Before setting out on March 23, 1806, Clark wrote:

> [A]t this place we had wintered and remained from the 7th of Decr. 1805 to this day and have lived as well as we had any right to expect, and we can say that we were never one day without 3 meals of some kind a day either pore Elk meat or roots, notwithstanding the repeated fall of rain which has fallen almost constantly since we passed the long narrows.[4]

The winter was drawing to a close. Fort Clatsop had served its purpose. It had protected the Corps of Discovery allowing them to prepare for the six-month journey home. The expedition's presence in this area strengthened the United States' claim to the northwestern Oregon Country, and paved the way for the first American settlement--the Pacific Fur Company Post, established at the mouth of the Columbia River in 1811 by John Jacob Astor.

Questions for Reading 3

1. What factors went into choosing the location of the winter camp? Describe the fort they built. Why do you think they included a parade ground?

2. The Corps of Discovery made good use of their time while wintering at Fort Clatsop. What sorts of tasks occupied their time? Why was it important for Ft. Clatsop to be located near the water?

3. Why were the salt-making operations important to the corps?

4. What difficulties did the members of the expedition encounter during their stay at Fort Clatsop? What do you think would be the most frustrating problem to deal with?

5. Despite these hardships, how did the expedition's stay at Fort Clatsop help it achieve the goals set out in Reading 1?

Reading 3 was compiled from Robert G. Ferris, ed., Lewis and Clark: Historic Places Associated with Their Transcontinental Exploration (1804-06) *(Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975); Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition *(New York: Antiquarian Press LTD, 1959); James Kendall Hosmer, ed.*, Gass's Journal of the Lewis and Clark Expedition *(Chicago: A.C. McClurg & Co., 1904); and Stephanie Toothman*, Fort Clatsop, Salt Works *(Washington, D.C.: U.S. Department of the Interior, National Park Service, 1986).*

[1] *Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition, *Vol 3. (New York: Antiquarian Press LTD, 1959), 212.*
[2] *James Kendall Hosmer, ed.*, Gass's Journal of the Lewis and Clark Expedition *(Chicago: A.C. McClurg and Co., 1904), 180.*
[3] *Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition, *Vol 3. (New York: Antiquarian Press LTD, 1959), 278.*
[4] *Reuben Gold Thwaites, ed.*, Original Journals of the Lewis and Clark Expedition, *Vol 4. (New York: Antiquarian Press LTD, 1959), 197.*

Determining the Facts

Reading 4: The Lemhi Shoshone and Coastal Tribes

The following excerpts are from the Lewis and Clark journals describing their interactions with the Lemhi Shoshone and the coastal tribes near Fort Clatsop. The excerpts present a picture of the Indian people as the Anglo-Americans saw them. The modern reader must be careful to understand that what these white men saw and recorded was not necessarily correct from the Indian perspective. Descriptions include the social structure of their societies as well as their customs and appearance.

Lemhi Shoshone Tribe: Appearance

These people are diminutive in stature, thick ankles, crooked legs, thick flat feet and in short but ill formed.... Their complexion is...darker than the Hidatsas, Mandans or Shawnees. Generally both men and women wear their hair in a loose, lank flow over the shoulders and face; though I observed some few men who confined their hair in two equal cues hanging over each ear and drawn in front of the body.... Cameahwait has his cut close all over his head. This constitutes their ceremony of mourning for their deceased relations. The dress of the men consists of a robe, long leggings, shirt, tippet and moccasins, that of the women are also a robe, chemise, and moccasins. Sometimes they make use of short leggings. The ornaments of both men and women are very similar, and consist of several species of seashells, blue and white beads, brass and iron arm bands, plaited cords of the sweet grass, and collars of leather ornamented with the quills of the porcupine dyed of various colors, among which I observed the red, yellow, blue, and black. The ear is perforated in the lower part to receive various ornaments, but the nose is not, nor is the ear lacerated or disfigured.... The men never mark their skins by burning, cutting, nor puncturing and introducing a coloring matter as many nations do. Their women sometimes puncture a small circle on their forehead, nose or cheeks and thus introduce a black matter, usually soot and grease, which leaves an indelible stain....

[Lewis] Monday August 19th 1805

Coastal Tribes: Appearance

The Tillamooks, Clatsops, Chinooks, Cathlamets and Wac ki-a-cums resemble each other as well in their persons and dress as in their habits and manners. Their complexion is not remarkable, being the usual copper brown of most of the tribes of North America. They are low in stature, rather diminutive, and illy

shapen; possessing thick broad flat feet, thick ankles, crooked legs, wide mouths, thick lips, nose moderately large, fleshy, wide at the extremity with large nostrils, black eyes and black coarse hair. Their eyes are sometimes of a dark yellowish brown.... The nose is generally low between the eyes. The most remarkable trait in their physiognomy is the peculiar flatness and width of forehead which they artificially obtain by compressing the head between two boards while in a state of infancy and from which it never afterwards perfectly recovers.... From the top of the head to the extremity of the nose is one straight line. This is done...to give a greater width to the forehead, which they much admire.

[Lewis] Wednesday March 19th 1806

The nations...wear their hair loosely flowing on the back and shoulders; both men and women divide it on the center of the crown in front and throw it back behind the ear on each side. They are fond of combs...and...keep their hair in better order than many nations.... The large or apparently swollen legs particularly observable in the women are obtained...by tying a cord tight around the ankle. Their method of squatting or resting themselves on their hams...no doubt contributes much to this deformity of the legs by preventing free circulation of the blood. The dress of the man consists of a small robe, which reaches about as low as the middle of the thigh and is attached with a string across the breast and is at pleasure turned from side to side as they may have occasion to disencumber the right or left arm from the robe.... The fixture of the robe is in front with its corners loosely hanging over their arms.... This robe is made most commonly of the skins of a small animal.

[Lewis] Wednesday March 19th 1806

The dress of the women consists of a robe, tissue, and sometimes when the weather is uncommonly cold, a vest. Their robe is much smaller than that of the men, never reaching lower than the waist nor extending in front sufficiently far to cover the body. It is like that of the men.... The most esteemed and valuable of these robes are made of strips of the skins of the sea otter net together with the bark of the white cedar or silk-grass.... It makes a warm and soft covering.

[Lewis] Wednesday March 19th 1806

Such of them as do mark themselves in this manner prefer their legs and arms on which they imprint parallel lines of dots either longitudinally or circularly. The women more frequently than the men mark themselves in this manner. The favorite ornament of both sexes are the common coarse blue and white beads which the men wear tightly wound around their wrists and ankles many times until they obtain the width of three or more inches. They also wear them in large rolls loosely around the neck, or pendulous from the cartilage of the nose or rims of the ears which are perforated for the purpose. The women wear them in a

similar manner except in the nose which they never perforate. They are also fond of a species of wampum [shell].... These are worn in the same manner in which the beads are; and furnish the men with their favorite ornament for the nose.

[Lewis] Wednesday March 19th 1806

Lemhi Shoshone Tribe: Tribal Chief

Each individual is his own sovereign master, and acts from the dictates of his own mind.... The title of chief is not hereditary, nor can I learn that there is any ceremony of installment, or other epoch in the life of a Chief from which his title as such can be dated. In fact every man is a chief, but all have not an equal influence on the minds of the other members of the community, and he who happens to enjoy the greatest share of confidence is the principal Chief. The Shoshones may be estimated at about 100 warriors, and about three times that number of women and children.

[Lewis] Monday August 19th 1805

Coastal Tribes: Tribal Chief

These families when associated form nations or bands of nations, each acknowledging the authority of its own chieftain who does not appear to be hereditary, nor his power to extend further than a mere reprimand for any improper act of an individual. The creation of a chief depends upon the upright deportment of the individual & his ability and disposition to render service to the community; and his authority or the deference paid him is in exact equilibrium with the popularity or voluntary esteem he has acquired among the individuals of his band or nation.

[Lewis] Monday [Sunday] January 19th 1806

Lemhi Shoshone Tribe: Society Structure

They treat their women but with little respect, and compel them to perform every species of drudgery. They collect the wild fruits and roots, attend to the horses or assist in that duty, dress the skins and make all their apparel, collect wood and make their fires, arrange and form their lodges, and when they travel pack the horses and take care of all the baggage; in short the man does little else except attend his horses, hunt and fish. The man considers himself degraded if he is compelled to walk any distance, and if he is so unfortunately poor as only to possess two horses he rides the best himself and leaves the woman, or women if he has more than one, to transport their baggage and children on the other, and to walk if the horse is unable to carry the additional weight of their persons.

[Lewis] Monday August 19th 1805

Coastal Tribes: Society Structure

They do not hold the virtue of their women in high estimation.... they make their women perform every species of domestic drudgery, but in almost every species of this drudgery the men also participate. Their women are also compelled to gather roots and assist them in taking fish, which articles form much the greatest part of their subsistence. Notwithstanding the survile manner in which they treat their women they pay much more respect to their judgment and opinions in many respects than most Indian nations. Their women are permitted to speak freely before them, and sometimes appear to command with a tone of authority. They generally consult them in their traffic and act in conformity to their opinions.

[Lewis] Monday January 6th 1806

Lemhi Shoshone Tribe: General Opinion & Relations & Customs

The chief next produced his pipe and native tobacco and began a long ceremony of the pipe when we were requested to take off our moccasins.... This we complied with; the Chief then lit his pipe at the fire kindled in this little magic circle, and standing on the opposite side of the circle uttered a speech of several minutes in length, at the conclusion of which he pointed the stem to the four cardinal points of the heavens, first beginning at the east and ending with the north. He now presented the pipe to me as if desirous that I should smoke, but when I reached my hand..., he drew it back and repeated the same ceremony three times, after which he pointed the stem first to the heavens then to the center of the magic circle, smoked himself with three whiffs and held the pipe until I took as many as I thought proper. He then held it to each of the white persons and then gave it to be consumed by his warriors.

[Lewis] Tuesday August 13th 1805

From what has (already) been said of the Shoshones...they live in a wretched state of poverty. Yet...they are not only cheerful but even gay, fond of gaudy dress and amusements. Like most other Indians they are great egotists and frequently boast of heroic acts which they never performed. They are also fond of games of risk. They are frank, communicative, fair in dealing, generous with the little they possess, extremely honest, and by no means beggarly.

[Lewis] Monday August 19th 1805

Coastal Tribes: General Opinion & Relations & Customs

These people, the Chinooks and others residing in this neighborhood and speaking the same language have been very friendly to us; they appear to be a mild, inoffensive people but will pilfer if they have an opportunity to do so.... They are great higlers in trade and if they conceive you anxious to purchase will be a

whole day bargaining for a handful of roots. This I should have thought proceeded from their want of knowledge of the comparative value of articles of merchandise and the fear of being cheated, did I not find that they invariably refuse the price first offered them and afterwards very frequently accept a smaller quantity of the same article.... I therefore believe this trait in their character proceeds from an avaricious, all-grasping disposition. In this respect they differ from all Indians I ever became acquainted with, for their dispositions invariably lead them to give whatever they are possessed of no matter how useful or valuable, for a bauble which pleases their fancy, without consulting its usefulness or value.

[Lewis] Saturday January 4th 1806

The Clatsops, Chinooks, Tillamooks &c. are very loquacious and inquisitive; they possess good memories and have repeated to us the names, capacities of the vessels &c. of many traders and others who have visited the mouth of this river.... They are generally cheerful but never gay. With us their conversation generally turns upon the subjects of trade, smoking, eating or their women....

[Lewis] Monday January 6th 1806

Questions for Reading 4:

1. Compare and contrast the descriptions of the Shoshone and coastal tribes' appearances. How are the descriptions similar? How do they differ? What unique physical trait did Lewis note regarding the coastal tribes? How is the trait formed?

2. Make a chart listing some of the observations made by Lewis regarding the Shoshone and coastal tribes using the following questions. How do the chiefs come into power or influence? How do the tribes treat women? What are some important customs of the tribes? Compare and contrast your answers. How are the tribes similar? How do they differ?

3. How did Lewis describe the coastal tribes trading habits? Considering that Lewis may not be familiar with the lives and customs of the indigenous people they encountered, could he have misunderstood their overtures? Can you think of a culture, ethnic group, or religious group in the news today that might be misunderstood? What actions might help bridge the gap between two parties that don't understand each other?

4. The journal entries of Lewis, Clark, and other members of the corps tell us what they observed, what they perceived, and what they believed. Whose perspective are we missing? Why do you think

this is the case? How might this effect our understanding of these people?

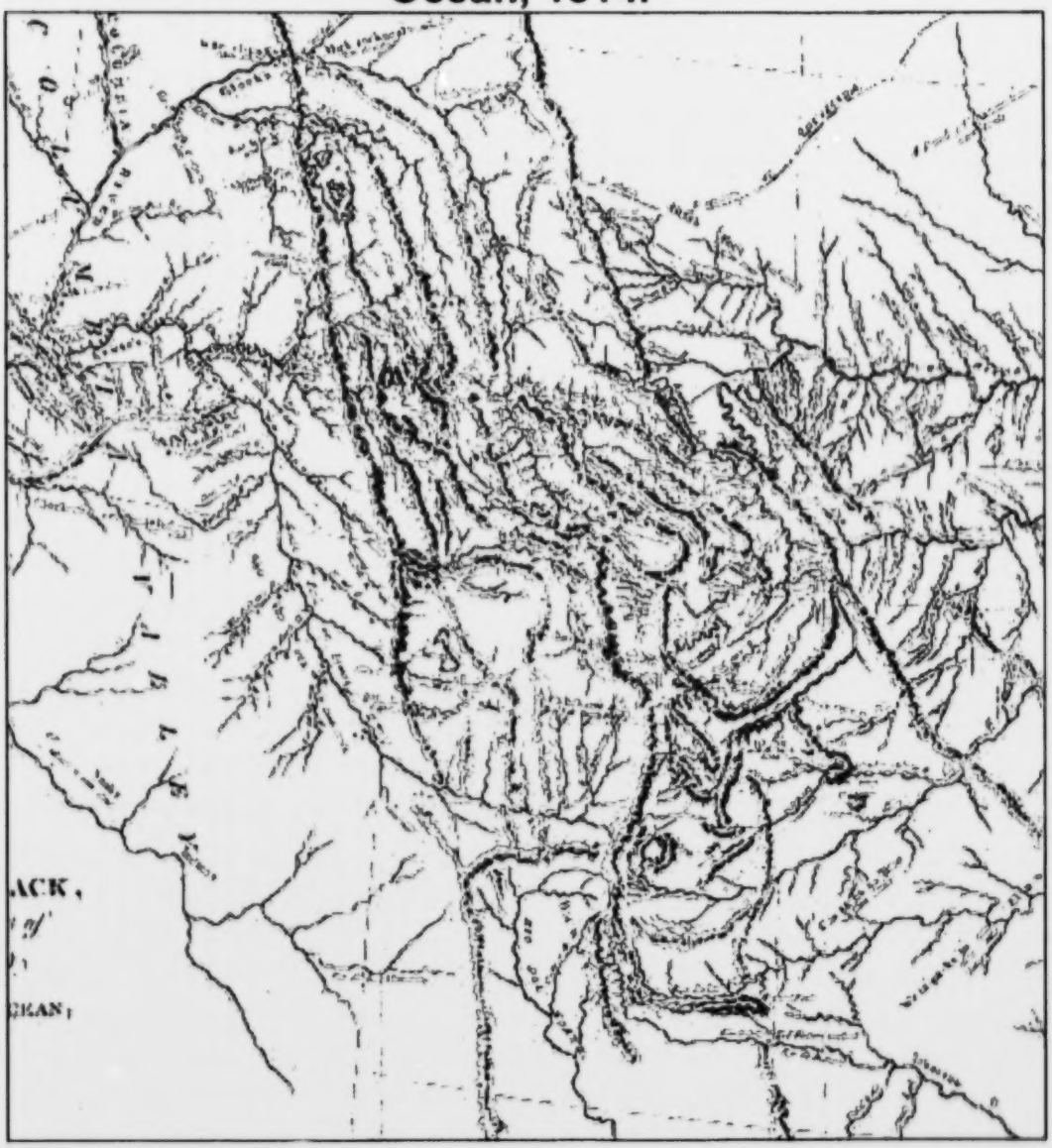
5. One of the goals of the Lewis and Clark expedition was to conduct diplomacy with, and gather information about, the various Indian nations they would encounter on their journey. Based on these excerpts, did they accomplish this goal? Explain your answer.

6. Consider the perspective of the Clatsop. The Clatsop nation was used to dealing with foreigners coming on trading ships from the Pacific Ocean. The Lewis and Clark expedition members came to the Clatsop homeland not for the purpose of trading, but to explore. They came from the "wrong" direction and came during some of the worst weather of the year. What do you think the Clatsop people thought of the expedition members under these unusual circumstances?

Reading 4 was excerpted from The Lewis and Clark Journey of Discovery: Native Peoples website http://www.nps.gov/jeff/LewisClark2/TheJourney/NativePeoples.htm, Jefferson National Expansion Memorial (JNEM), National Park Service, U.S. Department of the Interior. JNEM adapted and excerpted the passages featured on their website from the original texts, and they corrected spelling to make the text easier to read.

Visual Evidence

Illustration 1: Portion of Lewis and Clark expedition map from the Mississippi to the Pacific Ocean, 1814.



(Library of Congress)

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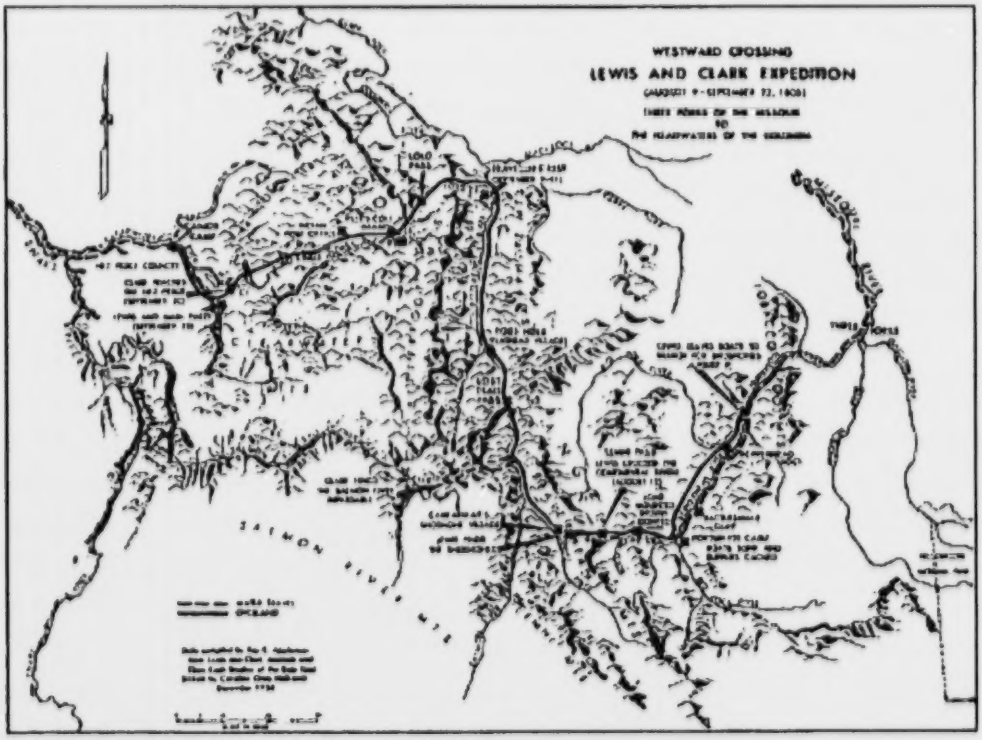
Illustration 1 was copied and reduced from William Clark's large manuscript map of the West by Samuel Lewis, a Philadelphia mapmaker, and engraved by Samuel Harrison. This map accompanied the first official account of the expedition, *History of the Expedition under the Command of Captains Lewis and Clark*, 1814. Clark's map was the first to chart the northwest part of North America. The map was derived from daily observations while in the field and Indian reports and maps copied by Lewis and Clark. Clark was the primary cartographer on the trip. His lists of expedition equipment indicated that they carried quite a few surveying instruments. Most all of them were far more useful for short rather than long-distance measuring. These included a "two pole chain" (33 feet long), a "log line reel" which measured the rate of boat travel (these measurements were affected by river currents), compasses, quadrants, sextants, and a chronometer. To view a full version, please visit the illustration on the Library of Congress website at
http://www.loc.gov/exhibits/lewisandclark/images/ree0067.jpg

Illustration 2: Westward Crossing, Lewis and Clark Expedition, 1958.



(Data compiled by Roy E. Appleman from Lewis and Clark Journals and Elers Koch Studies of the Lolo Trail. Drawn by Caroline Gray Holcomb.)[1]

Illustrations 1 and 2 are roughly the same general area.

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Questions for Illustrations 1 & 2

1. Look up the definitions for any of the cartography equipment used by Lewis and Clark that you are not familiar with. Considering the crude instruments used and the conditions under which the map was drawn, how would you describe Illustration 1? What types of features did Clark make note of on his map?

2. See how many Indian tribal names you can read and highlight them on Illustration 1. Although difficult to read, noted in italics under the tribal names is the number of "souls" (ie. under the Black Foot Indians, it notes that there are 3500 souls). What is meant by "souls"? Why might this information be useful to future travelers using this map?

3. On Illustration 2, use the scale provided to calculate the approximate distance of this portion of their journey. How much of the distance did they cover by water? How much of the travel was over land?

4. On Illustration 2, locate the sites mentioned in Reading 2. Does this map give you a better idea as to what the terrain was like during this portion of the journey? Why or why not?

5. Using the information provided in the caption, your answers to Questions 1-4, and the illustrations to determine what information is provided in Illustration 1 that was not provided in Illustration 2 and vice versa. Think about when each map was made and who its audience was, what might account for the differences in the details?

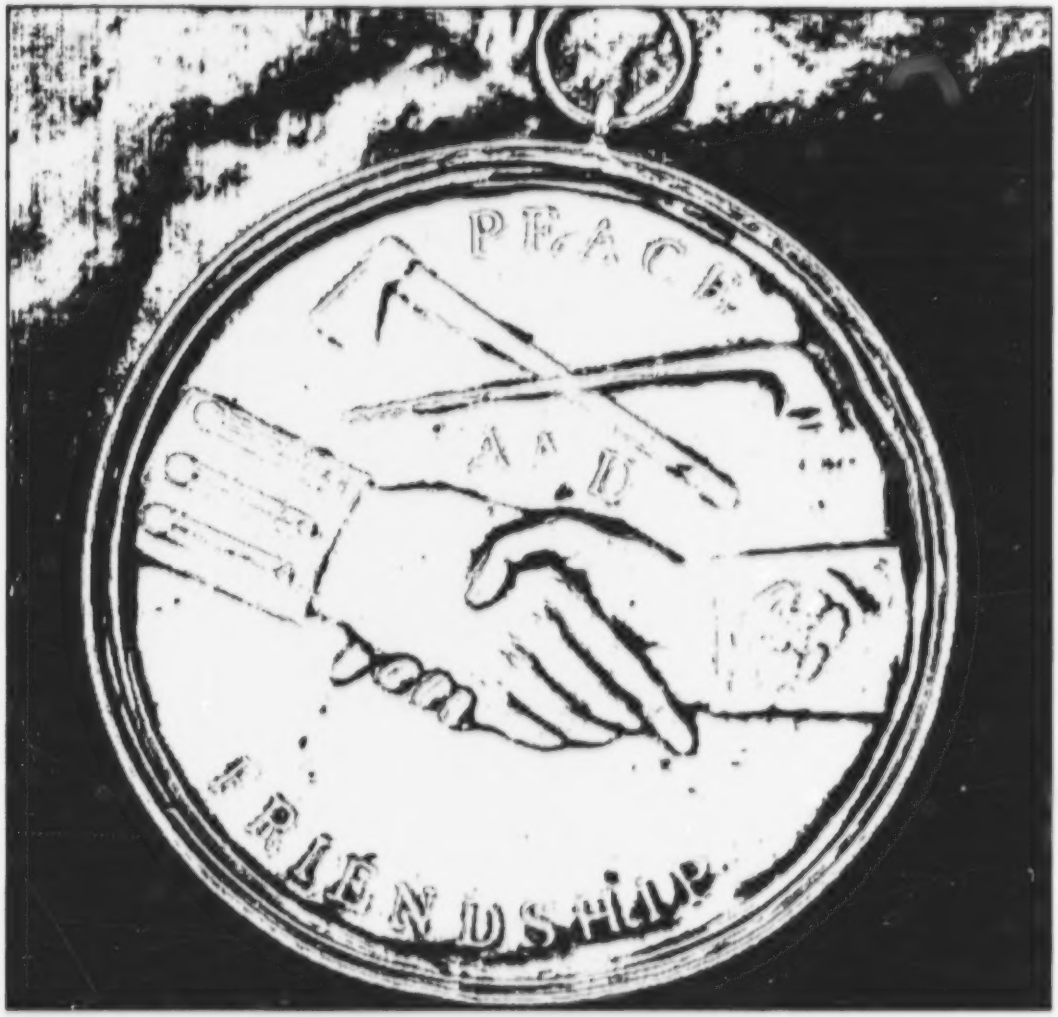
[1]*Roy E. Appleman, ed.*, Advance of the Frontier 1763-1830: Lewis and Clark *(Washington, D.C.: United States Department of the Interior National Park Service, 1958).*

Visual Evidence

Photo 1a: Jefferson Peace Medal.

(National Park Service, Jefferson National Expansion Memorial)

Photo 1b: Jefferson Peace Medal.



(National Park Service, Jefferson National Expansion Memorial)

Peace medals became an integral part of the U.S. government's relations with American Indians in the 18th and 19th centuries. The Lewis & Clark Expedition maintained this practice of presenting peace medals to ensure goodwill between the United States government and the American Indians since the expedition depended--both for its economic and political success--on winning the respect and friendship of the American Indian tribes they encountered. However the medals given out on the Lewis and Clark expedition came with a price. Only if the chief would promise to be under the rule of the "the Great Father," and would make peace with the other Indian tribes in the area, would he be given a medal.

Questions for Photos 1a & 1b

1. Examine Photo 1a and read the engraved text. Who is "the great father" whose profile we see on one side of this medal?

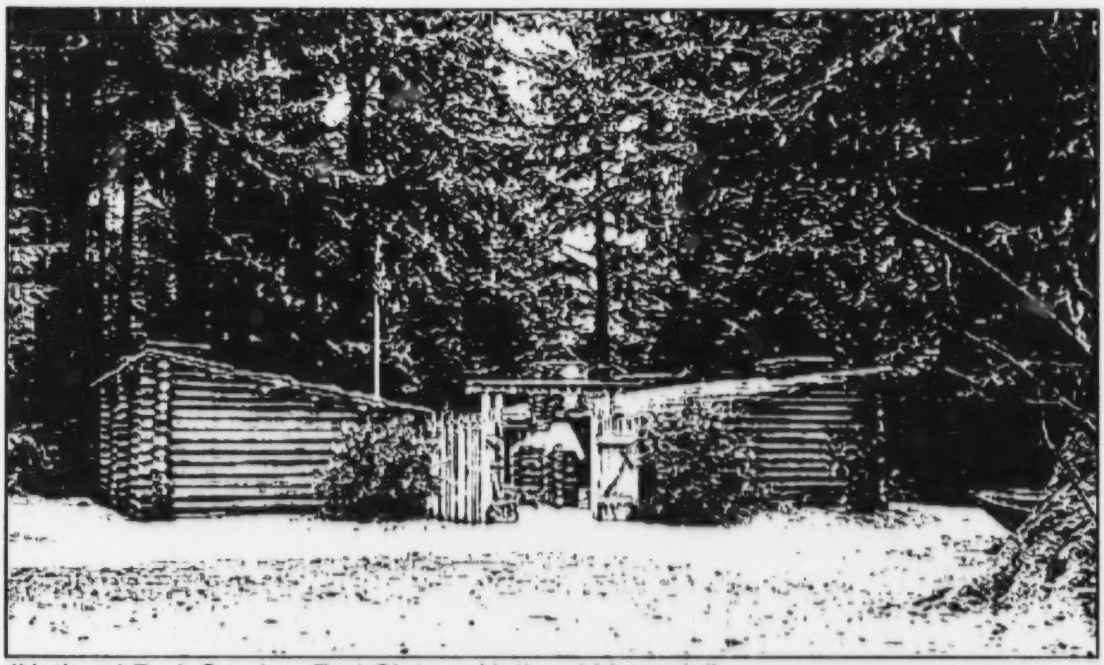
2. Examine Photo 1b. What symbols are used to convey a message of peace to the Indians?

3. Throughout history, coins and medals have been used to tell stories and pay tribute. What story does this medal tell? Considering that most Indian chiefs presented with a medal could not read English, do you think the images engraved on the medal effectively tell the story? Why or why not?

4. Examine your own coins and medals. What story do they tell?

Visual Evidence

Photo 2: Fort Clatsop National Memorial.



(National Park Service, Fort Clatsop National Memorial)

Photo 3: Salt Works.

(National Park Service, photographer Jack Boucher)

According to tradition, Fort Clatsop was given by Lewis and Clark to a Clatsop Indian chief, by whom it was occupied sporadically until it fell into ruin. With the arrival of the Astorians on the Columbia River in 1811, the site of Fort Clatsop was of interest to travelers, and as late as the 1860s sightseers occasionally visited it. The site was included in a donation land claim during the 1850s and farming operations obliterated the remains of the post. Between 1899 and 1901 there was a renewed interest in the site and at least two independent attempts were made to establish the exact location. The memories of early settlers in the region formed the basis of these identifications, which have won general acceptance. The property on which this site stands was acquired by the Oregon Historical Society in 1901, and it has since been operated as a historic monument open to the public. In 1955 a community-built replica of the explorers' 50'x50' Fort Clatsop was built on the ground then believed to have been the original site of Ft. Clatsop. This site, now a unit of the National Park Service, commemorates the 1805-06 winter encampment of the 33-member Lewis and Clark Expedition.

In 1900 the long-forgotten salt-making site was re-established by the Oregon Historical Society as a memorial to the Corps of Discovery. It was based on the rockpile and the testimony of Jenny Michel, a Clatsop Indian born in 1816. Prior to her death in 1905, she recalled her mother's memory of white men boiling water on that spot. In 1979, the site was donated by the Oregon Historical Society as an addition to Fort Clatsop National Memorial.

Questions for Photos 2 & 3

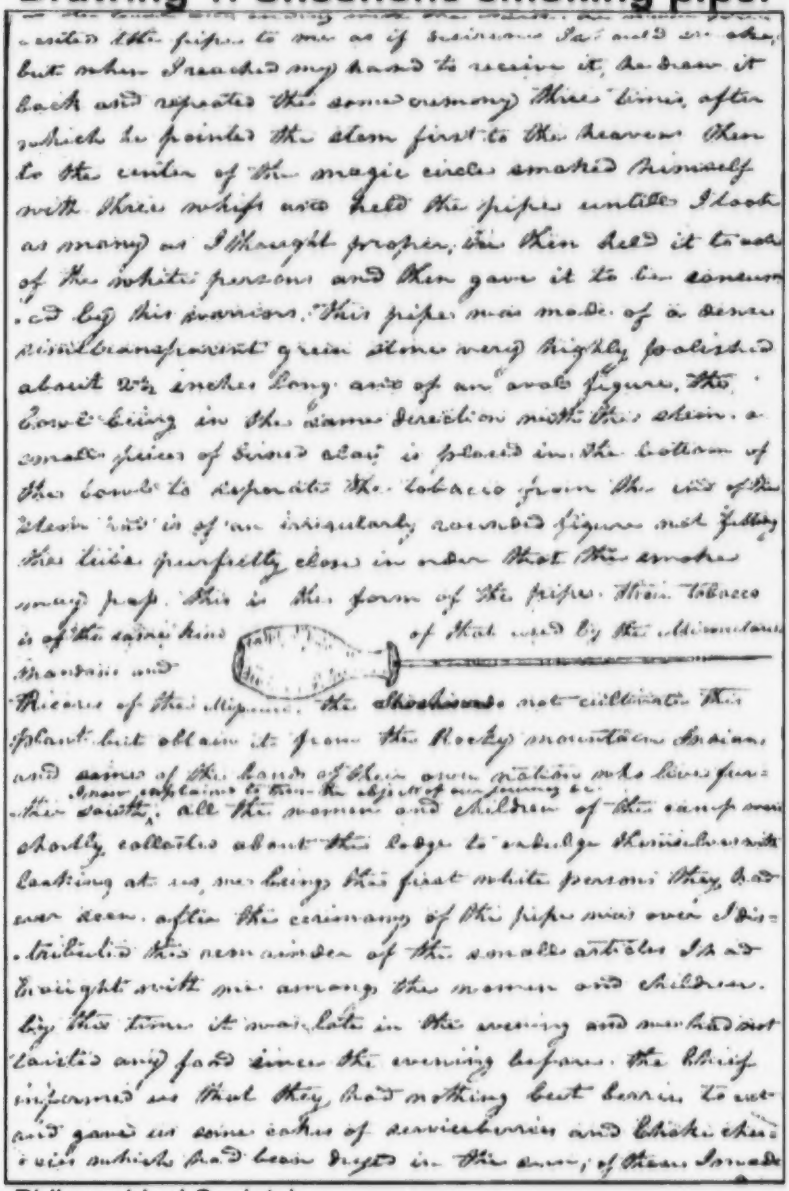
1. How was it decided where to build the reconstructed fort and salt works? What are the strengths and weaknesses of using this method? Can you think of any other methods that might help determine where a structure used to be?

2. Since 1901, the site of Fort Clatsop has been operated as a historic monument/memorial. Why would people have developed a renewed interest in Lewis and Clark at that time? List some of the monuments and memorials in your local community or that you have read about in other places. What do you think monuments and memorials represent? Does a reconstructed fort fit your descriptions? Why or why not?

3. Based on what you have learned about the Corps of Discovery, why do you think it might be important to preserve and protect Fort Clatsop National Memorial? Do you think the reconstructed fort and salt works helps people better understand the Lewis and Clark expedition's experience during their winter encampment? Why or why not?

Visual Evidence

Drawing 1: Shoshone smoking pipe.



(American Philosophical Society)

Drawing 1 is from the Lewis and Clark journal entry for August 13, 1805. The entry describes the meeting of Lewis and his scouting party with the Lemhi Shoshones, including a vivid description of the pipe smoking ritual of friendship with a sketch of this unique pipe. To read about the ritual, please refer to Reading 4, Lemhi Shoshone: Customs.

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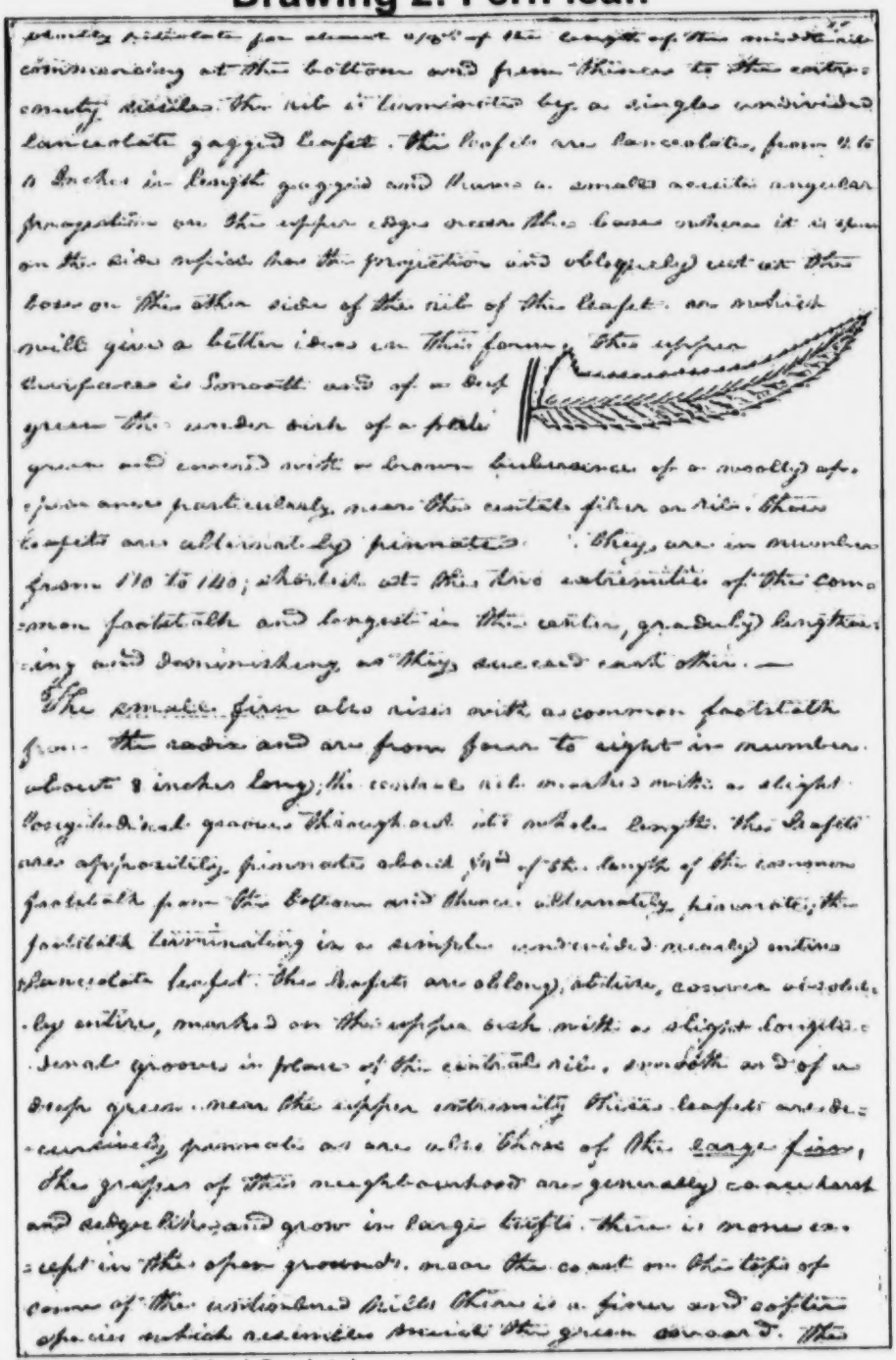
Drawing 2: Fern leaf.



(American Philosophical Society)

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At Fort Clatsop, during early to mid February, Lewis and Clark took time to document the flora and fauna of the coastal region. Drawing 2 is from the Lewis and Clark journal entry for February 13, 1806. The entry describes in detail the "species of bryer which is common in this neighborhood of a green colour which grows most abundant," the large and small fern.

On February 27, 1803, President Jefferson confided in a letter to Benjamin Smith Barton, a physician and naturalist at the University of Pennsylvania, why he chose Lewis to head the expedition, saying that "It was impossible to find a character who to a compleat science in botany, natural history, mineralogy & astronomy, joined the firmness of constitution & character, prudence, habits adopted to the woods, & a familiarity with the Indian manners & character, requisite for this undertaking. . . . Altho' no regular botanist he possesses a remarkable store of accurate observation on all the subjects of the three kingdoms, & will therefore readily single out whatever presents itself new to him in either."

While the journey was motivated by political, diplomatic, and commercial ventures, it was a scientific endeavor as well. In preparing for the expedition, Jefferson called on his fellow members of the American Philosophical Society (the oldest learned society in the U.S. dedicated to furthering knowledge of the natural sciences as well as humanities) in Philadelphia to instruct him in natural sciences, astronomical navigation, and field medicine. Most of the Lewis and Clark journals include records of meteorological observations, of the geographic position of the Corps, and a narrative description of the events of the day and sights along the way. Both Lewis and Clark provide concise and often exacting descriptions of the flora and fauna, geography, and inhabitants of the western reaches of the Louisiana Territory. Both included rough sketches of items of interest, primarily plants, animals, or material goods associated with the Indians encountered.

Most appropriately, the manuscript journals kept by Lewis and Clark on their travels are housed at the American Philosophical Society. The journals constitute the major source of information on the transcontinental scientific expedition of the Corps of Discovery in 1804-1806. Drawings 1 & 2 are included as part of the collection.

Questions for Drawings 1 & 2

1. What reason did Jefferson provide in his letter as to why Lewis was chosen as head of the expedition? Based on the journal entries above, do you think his description was correct?

2. Read as much of the text surrounding Drawing 1 as you can. Note that not only was Lewis providing a drawing of the pipe, but he described in detail its features and explained how it was used in

ritual. Why do you think it was important to document the customs of the Indians encountered on the expedition? Who might find this information useful?

3. Examine Drawing 2 and read the text surrounding the drawing. Why might it be important for Lewis and Clark to document something as mundane as a leaf?

4. During the course of the expedition, Lewis and Clark collected and identified nearly 400 species of flora and fauna--most new to science. However, the expedition is rarely discussed in terms of its scientific achievements. Why might the other goals of the expedition overshadow the scientific achievements?

5. Today the American Philosophical Society (APS) houses many of the illustrations compiled on this historic journey and the world-renowned journals kept by the pair. What is the mission of the APS? Do you think it appropriate that they protect and preserve the journals and illustrations? Why or why not?

Putting It All Together

The 1804-1806 Lewis & Clark expedition effectively opened the Northwest to the influence of the United States, established relations with numerous American Indian nations, and gathered useful scientific documentation about the West. While the content of the lesson plan primarily focuses on the expedition and their experiences, the following activities will help students explore the impact of the expedition on the lives of the American Indians and explore their perspectives. Also included are activities helping students understand the importance of documenting and recording evidence and the difficulties of detailed mapping.

Activity 1: The Legacy of Lewis and Clark

The legacy of Lewis and Clark reaches far and wide in the history of the United States. Divide students into teams having them research the impact of the Lewis and Clark expedition on one of the following topics:

1. Westward expansion
2. American Indians
3. Science-flora, fauna, and mapping
4. C ommerce and trade

Ask each group to present their findings in an oral report, and then have them discuss the positive and negative impact of the expedition especially depending on whose perspective you take into account.

Activity 2: The American Indians

Divide students into teams and explain that there is a perspective missing in the accounts by Lewis and Clark and other journals kept by expedition members--the American Indian perspective. Have students research what the tribes mentioned in the readings of this lesson were like at the time of the Lewis and Clark expedition. If possible, try to find references to their encounters with the expedition members to determine what they thought of these explorers from the East. Have them compare what they find to the perspectives presented in the Lewis and Clark journals. Hold a class discussion on the following questions. How do the perspectives differ? Is it possible to determine if there is a "correct" perspective? Why or why not? How do cultural biases reflect how we see others?

Many of the American Indian tribes encountered by the Lewis and Clark expedition are active and cohesive cultural societies today. Of the tribes mentioned in the readings of this lesson, have students determine which ones are still in existence today. Choose one tribe and write a brief paper on their history since the Lewis and Clark expedition. How did their lives change in light of contact with European Americans? Where are they now in comparison to where

the corps encountered them in the early 19th century? What steps are they taking to maintain their own distinct culture? Are they a federally recognized sovereign nation? If so, what does that mean?

See the **Supplementary Resource** section of this lesson for a listing of several useful resources to help students get started on these activities.

Activity 3: The Power of the Pen

Ask students to review Drawings 1 & 2 and a copy of the Lewis and Clark journals from the local or school library. Have them note examples of the scientific documentation that Lewis and Clark compiled over the course of the Corps of Discovery's two and a half-year journey. Due to the nature of their mission, Lewis and Clark recorded their observations with precision and detail. Break the students into groups of three or four and ask them to spend an hour observing their environment recording the details in a journal. Suggest that they record details by both drawing and writing to provide a complete picture of the subject being studied. Allow students to venture outdoors and record natural settings as well. After the hour, gather the students and have each group present their observations. Without mentioning the name of the actual object, place, or environment studied; each group should talk in depth about their observations in such a way that the rest of the class might guess what had been observed. When each group is done, hold a class discussion on each group's methods of observation. Which was the most effective? Which was the most thorough? Why is it important to study and understand the environment? An alternate activity would be to have students collect samples of native flowers and plants and place them in a botanical notebook. Students should identify the specimen by name. Have them examine their samples and record their observations in the journal.

Activity 4: Creating Maps

Mapping new territories incorporating geographical elements is quite a daunting task. And with only a few rudimentary instruments, William Clark was able to produce a workable map of the Louisiana Territory and the northwestern territory. Have students examine the maps in this lesson as well as maps available in the classroom, school library, or on the Internet (preferably maps drawn during the Corps of Discovery's journey to the Pacific). Then ask students to walk around their neighborhood or the area surrounding their school and document their visual interpretations in the form of a map. Have students note topographical variations in their surroundings. Emphasize the importance of including a scale and a legend in all map-making endeavors. When the students are done, have them display their maps in the classroom and share with classmates what they learned from the experience. Then have students compare their own maps to an actual map of the school grounds or their neighborhood file at the local library or with the town. Focus on the difficult nature of reproducing precise, accurate drawings of landscapes and then place the significance of Clark's work into

perspective. Have the students discuss the challenges that they came across in trying to create their own maps and relate that to some of the difficulties with which Clark might have been faced. If possible, invite a local surveyor in your community and have him/her talk to the class about surveying and map-making today.

The Lewis & Clark Expedition: Documenting the Uncharted Northwest-- Supplementary Resources

The Lewis & Clark Expedition: Documenting the Uncharted Northwest examines the journey of these American explorers and provides insight into the people, plants, animals, landscapes, and challenges the expedition encountered along the way. Those interested in learning more will find that the Internet offers a variety of interesting materials.

Lewis and Clark National Historic Trail http://www.nps.gov/lecl/

The Lewis and Clark National Historic Trail is a unit of the National Park System. Visit the park's Web pages for a brief synopsis of the trail's history, maps of the expedition, a list of associated sites, and other related information.

Fort Clatsop National Memorial http://www.nps.gov/focl/

The Fort Clatsop National Memorial is a unit of the National Park System. Visit the park's Web pages for a detailed history of the journey to the Northwest Coast. This website not only provides information on the flora and fauna discovered in the area, but also offers descriptions of the expedition's day-to-day duties while wintering at Ft. Clatsop into the early months of 1806.

Nez Perce National Historic Park http://www.nps.gov/nepe/

The Nez Perce National Historic Park is a unit of the National Park System. Visit the park's Web pages for information about the park's 38 sites scattered across the states of Idaho, Oregon, Washington and Montana. They commemorate the stories and history of the Nimiipuu (Nez Perce) and their interaction with explorers, fur traders, missionaries, soldiers, settlers, gold miners, and farmers who moved through or into the area, including Lewis and Clark.

Jefferson National Expansion Memorial http://www.nps.gov/jeff/index.htm

The Jefferson National Expansion Memorial is a unit of the National Park System. Comprised of the St. Louis Gateway Arch, St. Louis' Old Courthouse, and the Museum of Westward Expansion, this site offers a broad look at the significance of the St. Louis area on American history and the era of westward expansion. Visit the park's website for extensive materials on the Lewis and Clark expedition.

Lewis and Clark Expedition Travel Itinerary
http://www.cr.nps.gov/nr/travel/lewisandclark/index.htm
The National Register of Historic Places' on-line travel itinerary on the Lewis and Clark Expedition provides information on 41 historic places listed in the National Register and associated with Lewis and Clark. Many of these places are also part of the National Park Service's Lewis and Clark National Historic Trail.

Knife River Indian Villages National Historic Site http://www.nps.gov/knri/
Knife River Indian Villages National Historic Site is a unit of the National Park System. The park's Web pages offer extensive information about the site. Students can learn the history of Knife River, take a tour of an earthlodge, learn about American Indian village life and culture, and view photos from the park's collection. Knife River is also the subject of a Teaching with Historic Places lesson plan titled, Knife River: Early Village Life on the Plains. http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/1knife/1knife.htm

PBS: The Journey of the Corps of Discovery
http://www.pbs.org/lewisandclark/
Coinciding with the production of Ken Burns' film on the Corps of Discovery, this PBS web site provides a wealth of information about the Lewis and Clark expedition. Replete with biographical information of the crewmembers, Native American group analyses, a complete listing of each member's journal entries, and much more.

National Lewis and Clark Bicentennial Council
http://www.lewisandclark200.org/
The National Lewis and Clark Bicentennial Council is dedicated to the commemoration of the expedition and the acclamation of the native peoples for their extensions of goodwill. On this website, you can find a listing of sites along the westward trail, information about the tribes associated with the trail (including a tribal directory with present-day contact information), links to participating agencies and historical societies, and other related information.

Lewis and Clark Trail Heritage Foundation http://www.lewisandclark.org/
The Lewis and Clark Trail Heritage Foundation website is dedicated to the promotion of Lewis and Clark cultural heritage. Offering views on the legacy of the Corps of Discovery and the importance of trail stewardship, this website focuses on the stimulation of public interest in the "research, development, and preservation of the Lewis and Clark experience".

Montana Historical Society
http://www.discoveringmontana.com/mhsweb/lewisandclark/css/default.asp
Encountering Montana: Lewis and Clark in Big Sky Country provides

access to sources of information on the Expedition and related themes from the collections of the Montana Historical Society.

Montana Lewis and Clark Bicentennial Commission
http://www.montanalewisandclark.org/
The website is designed to allow users the ability to quickly locate information related to the bicentennial such as a Resource Library, Education information, American Indian information, a Montana Calendar of Events, Links to related Lewis & Clark web sites, and more.

Nez Perce Tribe http://www.nezperce.org/Main.html
Visit the Nez Perce Tribe website for more information about the Nez Perce today, their Tribal code, their government, and their history and customs.

Three Affiliated Tribes http://www.mhanation.com
Visit the MHA Nation website for more information about the the Mandan, Hidatsa, and Arikara people. Included on the website is an extensive history as well as content about the Mandan, Hidatsa, and Arikara today.

U.S. Fish and Wildlife Service: Native American Affairs
http://www.r1.fws.gov/ea/tribal/default.htm
This website for the Pacific Region provides links to many of the tribe's websites in this region, and it also provides information on present-day policy and historic treaties.

Lewis and Clark as Naturalists: Smithsonian
http://web4.si.edu/lewisandclark/index.html?loc=/lewisandclark/home.html
The Lewis and Clark as Naturalists website allows you to follow the Lewis and Clark trail, and discover the flora and fauna as they described it along the way.

For Further Reading
Students and teachers interested in learning more about the Corps of Discovery might want to check out the following publications. *The Definitive Journals of Lewis and Clark*, edited by Gary E. Moulton (Lincoln, NE: University of Nebraska Press, 2002) is a transcription of the journal entries by Lewis and Clark. Other useful books highlighting different aspects of the expedition are *The Natural History of the Lewis and Clark Expedition*, edited by Raymond Darwin Burroughs (East Lansing, MI: Michigan State University, 1995); *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*, by Stephen E. Ambrose (New York: Simon & Schuster, 1996); and *Seduced by the American West: Jefferson's America and the Lure of the Land Beyond the Mississippi*, by Laurie Winn Carlson (Chicago: Ivan R. Dee Publisher, 2003). For a greater appreciation of the rich American Indian cultures that

were instrumental to the success of the expedition read *Lewis and Clark Among the Indians*, by James P. Ronda (Lincoln, NE: University of Nebraska Press, 2002), *The Nez Perce and The Opening of The Northwest*, by Alvin M. Josephy (New York: Mariner Books, 1997), and *The Lemhi: Sacajawea's People* by Brigham D. Madsen.

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